

North Dakota to the newly integrated schools of North Little Rock, schools were beginning to look and sound different.

But can we cope with the change? Teachers, unequipped to deal with the tasks before them, flounder. School systems, not knowing what should be taught (or why), return to "basics." And parents, not understanding the changes taking place around them, demand more structure and stability in their community schools.

And so, in education in general, we've reached a point of sitting back just a bit and reflecting and questioning. Where is it heading? Does the education work? What is significant in the new technology? And on and on it goes.

We all continually question our work with kids. As

much as we dislike words like "accountability" or "behavioral objectives" we all still select our own goals and standards. Before we sat down to do this issue a number of people involved in the use of video in education shared problems with each other. Each of us was most interested in hearing the "descriptions" of what was happening.

Is education in Bad Shape? Maybe. But things are better.

And so, here are descriptions of just a few of the many hundreds of programs going on around the country that are using video to make kids smart about themselves and the world around them. We don't pretend that they are representative (or even successful) - they're merely an eclectic group of statements from people who wanted to share something with you.

The Evolution of a Non-Program

CHUCK ANDERSON

Video has never been a budget item at Longwood High School, yet two students were selected to attend the 1970 White House Conference on Youth as media consultants. The school, located in eastern Long Island, New York has never had an artist-in-residence, yet during the last five years students and teachers have used video as an agent for social consciousness raising, and as a vehicle to document the education of the hearing handicapped. The school has never purchased any equipment, yet at present, video programming, news and weather spots, and public service announcements are broadcast in the student commons via a homemade closed circuit video/audio system. On any given afternoon, Longwood students may be found looking through trash piles for speakers and discarded television receivers; they may be participating in a student intern program at a local cable television station; or they may be moving through a shopping center, conducting video interviews about local politics.

Early Work

In 1968, Longwood High School was given an Ampex video system (1 inch), acquired earlier for a Title I program in the elementary schools but never used. The English Department requisitioned the system to produce a bi-weekly electronic "newspaper" for viewing in study halls. Programs included interviews, student politics, film clips, fashion shows, news, etc.

Later that year, a dispute arose among the students over some racial slurs in an underground newspa-

per. Borrowing a ½ inch, portable VTR unit from George Stoney, (of the Alternate Media Center), the Longwood videomakers were given permission by the administration to follow the course of the disturbance. It was hoped that if students were given the opportunity to sound off in front of the television camera, a process could be improvised that might create better understanding of the issues and thereby prevent the kind of violence that had closed the schools down for a half day the year before. The video crew covered the events from the initial confrontation in the student commons between angry blacks and the administration to a series of meetings between student representatives and school leaders held during the rest of the day. (This process is documented in detail in Chuck Anderson's forthcoming book, VIDEO POWER, to be published by Praeger in the fall of 1974.) An edited videotape was shown to the entire Longwood student body the next day, followed by a series of discussions on the issues. There was no violence. The school stayed open.

During the next couple of years, Longwood students continued to develop their skills as videomakers, using the old Ampex system in the school, and borrowed equipment for out-of-school street shooting. In 1971, the school acquired a SONY Rover series portapak system, again through a little-used Title I elementary school program. At this time, the English Department began to seriously think about including TV communications in the curriculum.